

Reading First School Level Monitoring Tool

Part One: Instructional Program/Learning System		
Indicator	Supporting Evidence	Status
1.1 The school is implementing its comprehensive Reading First program and/or learning system including: <ul style="list-style-type: none"> Description of the program Current strengths and weaknesses of the program, and How these strengths and/or weaknesses are affecting student outcomes. 	___ Detailed description of the core, supplemental, and intervention components ___ Names/positions of personnel involved ___ Examples of resources being used ___ Examples of materials being used	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.2 The school regularly monitors the effectiveness of the core program, ensuring that the core has been appropriately augmented for alignment with SBRR and to address program weakness.	___ Kentucky Evaluation Tool ___ Minutes from literacy team meetings ___ Approved program amendments ___ Other curriculum alignment documents	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.3 The school's comprehensive Reading First program and/or learning system includes; <ul style="list-style-type: none"> explicit and systematic instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and comprehension), a systematic and intentional instructional sequence built around the essential components of reading instruction, coordination and alignment to other programs having a literacy component, including family literacy initiatives, and instructional strategies in reading that will enable students to be proficient readers. 	___ Examples of instructional strategies that specifically address <ul style="list-style-type: none"> phonemic awareness phonics vocabulary development fluency reading comprehension ___ Examples of instructional strategies used to teach the content at each level of primary ___ Evidence that strategies were selected based on student and teacher needs ___ Evidence that strategies are scientifically based ___ Evidence that strategies are being used consistently and systematically to ensure high quality implementation ___ Examples of standards based units of study ___ Evidence of curriculum alignment across grade levels ___ Professional development activities focused on these topics ___ Examples of how evaluation data continue to guide program ___ Examples of strategies used to support collaboration efforts ___ Examples of collaborative activities planned with other programs ___ Evidence of family involvement (could be notes home, lesson plans, family nights, teacher interviews) ___ Names/points of contact for other programs ___ Evidence that school plan incorporates these components	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress

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1.4 The school's comprehensive Reading First program and/or learning system provides ninety (90) minutes of instruction in reading.	____ Schedule shows 90 minutes of uninterrupted instruction time ____ Evidence that school allocated more than 90 minutes	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.5 The school's comprehensive Reading First program and/or learning system incorporates a writing component that supports Kentucky writing goals and standards.	____ Evidence that writing components are being implemented: <ul style="list-style-type: none"> • classroom observations • student work posted on walls or in folders • classroom schedule shows writing instruction time • lesson or unit plans incorporating writing components 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.6 The school's comprehensive Reading First program and/or learning system includes: <ul style="list-style-type: none"> • supplementary strategies/programs that are connected to the core reading program, • intervention strategies/programs that are connected to the core reading program, and • intensive assistance reading plan for those reading below grade level. 	____ Evidence that the instructional approaches used in the supplementary and intervention program are not conflicting approaches to the core ____ Evidence that each strategy/program used is grounded in scientifically based reading research practices and instruction ____ Evidence that strategies/programs were selected based on student needs ____ Evidence that reading/literacy team monitors student progress on a regular basis ____ Consistent and reliable process used to determine which students are eligible for intensive assistance reading plans ____ Evidence that school uses flexible groups for instruction ____ Evidence that school has established entrance and exit criteria ____ Evidence that system is in place to evaluate effectiveness of supplemental or intervention plan ____ Evidence that program goals are modified based on student needs	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Part One: 1.1- 1.2- 1.3- 1.4- 1.5- 1.6-		

Part Two: Instructional Assessment

Indicator	Supporting Evidence	Status
2.1 The school's selected assessments are embedded into the overall assessment framework and they have identified how and who will administer the assessments.	___ Evidence that the assessment(s) are embedded into the overall assessment framework – master schedules, unit and/or lesson plans that show progress monitoring ___ Names/positions of personnel responsible for assessment ___ Evidence that School Reading Coach is involved (schedule of time in schools, etc.) ___ Timelines for administration of assessment	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
2.2 The school uses information from the assessment(s) to make instructional decisions for primary age students and to inform decisions about appropriate interventions.	___ Evidence that data is used to inform decisions ___ Evidence of plan to disseminate data to teachers and other stakeholders ___ Evidence that dissemination plan is being used to select appropriate interventions (lesson plans, PD activities, etc.)	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
2.3 The school has provisions for: <ul style="list-style-type: none"> • analyzing data, • monitoring student progress, and • system of dissemination of student data and progress. 	___ Names/positions of person(s) designated to collect, analyze, and compile data ___ Evidence that school reading coach, administrators, reading/literacy team and others are working collaboratively to monitor student progress ___ Types of assessment(s) used to monitor student progress ___ Evidence of plan to disseminate data about student progress ___ Evidence that these provisions were addressed in PD	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Part Two: 2.1- 2.2- 2.3-		

Part Three: Professional Development

Indicator	Supporting Evidence	Status
3.1 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that: <ul style="list-style-type: none"> all PD activities adhere to the KDE Standards of Professional Development (specifically time for study, practice, implementation, and evaluation), the PD activities are designed to create an intentional, systematic, comprehensive framework to build and strengthen capacity, 	<ul style="list-style-type: none"> ____ School PD timeline shows Reading First activities ____ PD activities are designed to adhere to high quality professional development standards (job embedded, geared to needs of stakeholders, collaboratively planned, etc.) ____ School/district schedule shows time allocated for teachers to study, practice, implement, and evaluation instruction (substitute teacher logs for teacher release time, common planning time on master schedules, etc.) ____ List of names/positions of stakeholders involved in PD planning, presentation, or implementation showing these stakeholders are representative of the faculty and students of the district ____ Evidence that all stakeholders (teachers, administrators, parents, staff) are included in PD activities (sign-in sheets, agendas showing diverse presenters, etc.) 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
3.2 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that: <ul style="list-style-type: none"> the PD activities support scientifically based research in reading instruction, programs, and materials, the PD activities address the five essential components of reading <ul style="list-style-type: none"> o phonemic awareness o phonics o vocabulary development o fluency o comprehension, the PD schedule is updated and reflects a minimum of 80 hours of Reading First professional development per year. 	<ul style="list-style-type: none"> ____ Names and positions of reading leaders that are available to schools for support ____ Evidence that PD activities are linked to SBRR such as current student and teacher needs assessment data are used in planning, and/or PD content and activities are based on research on effective reading practices and strategies (PD planned using information from National Reading Panel or other research-based plans) ____ Evidence that PD was offered related to GRADE and DIBELS (PD timeline, evaluation forms, etc.) ____ Name and position of person(s) conducting GRADE and DIBELS PD activities ____ Evidence that PD activities were designed around the needs of students within targeted subgroups (LEP, low SES, disabilities, etc.) 	

<p>3.3 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:</p> <ul style="list-style-type: none"> • PD activities address the use of valid and reliable reading assessments for screening, diagnosis, and classroom-based monitoring to guide instructional decisions, • PD activities focus on improving reading achievement and accelerating reading performance. 	<p>___ PD timeline shows that each component of effective reading is covered with emphasis on components identified by needs assessment (PD surveys indicate that teachers received adequate training in these 5 areas)</p> <p>___ Schedule to show annual activities designed to orient new teachers to SBRR (PD sessions for new teachers, mentoring, coaching, use of video archive of past PD sessions, etc.)</p> <p>___ Names/positions of persons working with new teachers</p> <p>___ Evidence of communication between school administrators and district on systematic way to evaluate which teachers need additional assistance and who will provide that assistance</p> <p>___ Schedule to show activities to assist teachers who need more assistance (content-intensive PD sessions based on teacher needs, mentoring, coaching, Teachers Growth Plan, etc.)</p>	
<p>3.4 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:</p> <ul style="list-style-type: none"> • new teachers are oriented in scientifically based reading research, reading programs, materials, and assessment annually, • PD activities are planned to support teachers needing additional assistance, • PD activities are designed to include and address the needs of all primary teachers (K-3) and special education teachers (K-3), and 	<p>___ Names/positions of teachers attending PD to ensure all teachers (e.g., special education and library/media specialists) are included, including those in non-RF schools</p> <p>___ Evidence that PD activities are inclusive so information is relevant to all teachers</p> <p>___ Names/positions of teachers planning and/or presenting PD to ensure all teachers are included, including those in non-RF schools</p>	
<p>3.5 The school periodically evaluates the effectiveness of the Reading First professional development activities, and there is a process for adjusting professional development as needed.</p>	<p>___ Copy of survey instrument designed and used to assess PD effectiveness</p> <p>___ Copy of teacher and/or administrative interview instrument designed and used to assess PD effectiveness</p> <p>___ Evidence that PD is regularly evaluated (PD timeline, copies of surveys showing dates, etc.)</p> <p>___ Results of PD assessment</p> <p>___ Evidence that results were used to adjust future PD to meet identified needs (e.g., adjusted PD timelines that might show more than the 80 required hours)</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>

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<p>3.6 The school Reading Coach will support and monitor professional development by collecting and analyzing data to include:</p> <ul style="list-style-type: none"> • assessing participants' pre and post knowledge of content relating to SBRR, and • reflect on progress of school based professional development related to overall Reading First implementation. 	<p>___ Evidence that reading coach is involved in planning, presenting, and/or implementing PD activities (PD agendas, notes from planning meetings, etc.)</p> <p>___ Plan developed by School Reading Coach to monitor PD activities and outcomes (observation form, surveys, etc.)</p> <p>___ Evidence that PD evaluation information is shared with all primary teachers, administrators, and other stakeholders (e.g., standardized form for information sharing)</p> <p>___ Evidence that all Reading First coaches, administrators, and other personnel meet regularly to reflect on progress and design "next steps" (meeting agendas, meeting minutes, School Coach log, etc.)</p> <p>___ PD timeline reflects when progress reports will be provided to stakeholders</p> <p>___ Coaches log provides evidence that follow-up has been provided when needed</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>
<p>Additional Comments Part Three:</p> <p>3.1-</p> <p>3.2-</p> <p>3.3-</p> <p>3.4-</p> <p>3.5-</p> <p>3.6-</p>		

Part Four: Access To Print Materials

Indicator	Supporting Evidence	Status
<p>4.1 The school is promoting access to print materials for students and families by:</p> <ul style="list-style-type: none"> • forming partnerships with the public library • funding and creating classroom libraries • funding and planning summer activities • creating a professional staff library, and • ensuring materials are in digital format when appropriate (consistent with 704 KAR 3:455 <i>Instructional Material and Textbook Adoption</i>). 	<p>___ Contact names/positions of personnel within the public library system who are members of the partnership</p> <p>___ List and/or description of activities with the public library designed around literacy</p> <p>___ Evidence that the activities planned were designed to meet the needs of a variety of audiences – students, parents, teachers, etc. (list of activities will show diversity of content)</p> <p>___ Timeline is provided with planned activities outlined</p> <p>___ Description of the types of materials included in all grade level classroom libraries – should be inclusive of all genres outlined in the KY Core Content for Reading Assessment</p> <p>___ Budget reflects these expenditures for classroom libraries</p> <p>___ List and/or description of activities designed around literacy for summer months</p> <p>___ List of other programs that are collaborating with district to offer summer literacy activities (e.g., local colleges and universities or businesses)</p> <p>___ Evidence that individual schools are given the support and resources for summer literacy activities such as extended library hours for families, creating reading packets with books available for students to take home for the summer, etc.</p> <p>___ Evidence that appropriate and accessible space and resources have been allocated for professional staff library</p> <p>___ Evidence that there is a systematic way for staff to request and use materials</p> <p>___ Evidence that classrooms have the necessary technology to access digital format of materials</p> <p>___ List of digit materials and their level of accessibility</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>
<p>Additional Comments Standard Four:</p> <p>4.1-</p>		

Part Five: School Implementation

Indicator	Supporting Evidence	Status
5.1 The school provides the support and resources, including time needed, to implement and monitor its Kentucky Reading First program including: <ul style="list-style-type: none"> • How the school reading team reviews and revises the Reading First plan periodically. • How the school reading team shares information with the School Based Decision Making Council • The process for sustaining the reading program beyond the funding period. 	<ul style="list-style-type: none"> ___ Schedule of school reading team meetings ___ Minutes from school reading team meetings ___ Approved amendments of the Reading First plan ___ Examples of partnership with other agencies for support and resources. ___ Examples of the multiple sources of data used in the review of the plan ___ Minutes from School Based Decision Making Council meetings ___ Timeline and goals for Reading First activities (including all non-negotiables) ___ Example of plans for building capacity to support the program beyond the funding period (i.e., teacher leaders, Title 1 support) 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Part Five: 5.1-		

Part Six: Family Literacy Involvement

Indicator	Supporting Evidence	Status
6.1 The school promotes family literacy involvement by: <ul style="list-style-type: none">explaining the Kentucky Reading First approach to parentsproviding take-home activities to reinforce reading lessons in school	<ul style="list-style-type: none">— Evidence that parents have been given the opportunity to become informed about KY Reading First (e.g., parent meeting agendas and sign-in sheets, parent conference documentation)— Examples of activities or materials used for parent involvement— Names/positions of persons responsible for developing and disseminating take-home materials and activities	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
6.2 The school promotes family literacy involvement by: <ul style="list-style-type: none">addressing low literacy levels of parents in both informational materials and take-home activitiesdeveloping a plan to refer parents to adult education or family literacy servicesplanning joint activities with adult or family literacy services	<ul style="list-style-type: none">— Examples of take-home activities for parents— Evidence there is follow-up with parents on activities (e.g., phone logs, parent signature sheets for materials, etc.)— Examples of evaluation documents used to assess the effectiveness of take-home materials and activities— Examples of how materials and activities are designed to meet the literacy needs of all parents— Names/positions of persons designated to work with parents needed additional assistance due to literacy level— Names/positions of persons designated to collaborate with parents and other literacy initiatives	
6.3 The school promotes family literacy involvement by: <ul style="list-style-type: none">participating in PD and training provided by the KY Institute for Family Literacy in order to align family literacy activities, andcollaborating with the KY Institute for Family Literacy.	<ul style="list-style-type: none">— Examples of referral process for parents to have access to adult or family literacy services, including means for transportation— Evidence that the needs of parents and families have been assessed prior to planning activities— Evidence that planned activities were based on parent and family needs— Timeline showing family literacy activities and projects— Budget reflects needed resources for family literacy activities and projects	
Additional Comments Part Six: 6.1- 6.2- 6.3-		

Part Seven: Evaluation of School Plan

Indicator	Supporting Evidence	Status
<p>7.1 The school has a comprehensive evaluation plan that:</p> <ul style="list-style-type: none"> identifies the variety of data to be collected and names the person designated to collect the data has measurable objectives for instructional practice and student achievement in the 5 essential components of reading, and includes specific and measurable benchmarks. 	<p>___ List and description of types of data to be collected including formal and informal measures to determine effectiveness of RF program (teacher surveys, teacher observation, student surveys, parent surveys, CATS scores, results from GRADE, DIBELS, and Terra Nova, etc.)</p> <p>___ Evidence that data is being collected from all student subgroups</p> <p>___ Name/qualifications of person designated to collect data</p> <p>___ List of identified measurable benchmarks</p> <p>___ Timeline showing when benchmarks will be assessed and results disseminated</p> <p>___ Evidence that school has met identified goals (current data)</p> <p>___ Evidence of plan to disseminate data to schools for use in school improvement, ongoing PD, curriculum decisions, support at the school level (standardized form for data, email updates, agendas from meetings, etc.)</p> <p>___ Evidence that data has been shared with all stakeholder groups (school council records, principal's meeting agendas, etc.)</p> <p>___ Evaluation plan specifically outlines how instructional practice and student achievement will be assessed and how that data will be collected and used</p> <p>___ Evidence that school uses evaluation data in planning for school improvement, ongoing PD, curriculum decisions, support at the classroom level (work session agendas, task force members, email updates, school or district-wide PD, etc.)</p> <p>___ Evidence that school plan in place is the original plan outlined in the grant, or if not, evidence of how and why school plan was modified</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>
<p>Additional Comments Part Seven:</p> <p>7.1-</p>		

Part Eight: School Budget

Indicator	Supporting Evidence	Status
8.1 The school's fiscal resources have been used to: <ul style="list-style-type: none"> • support implementation of the plan • direct and conduct proposed activities • fund activities and/or programs in coordination with other federal, state, and local programs and resources. 	____ List of non-negotiables and evidence they were funded in a timely manner (include timeline) ____ Percentage of funds spent and funds remaining ____ Evidence that there is a direct match between funds spent and the original budget ____ Evidence that expenditures match student needs and student numbers (includes or references student data) ____ Justification of materials purchased ____ Amount and source of other funds used (include contact names and type of support)	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Part Eight: 8.1-		